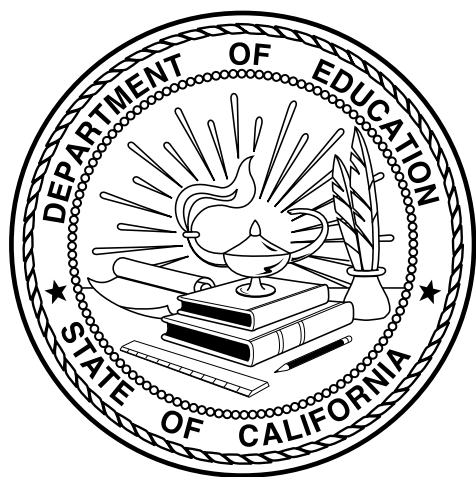

California High School Exit Examination (CAHSEE)



Summary Results

Explaining 2007–08 Summary Results to the Public

Information for School District and School Staff

- **Questions & Answers About the CAHSEE**
- **Overview of CAHSEE Internet Reports**
- **Sample Reports**

September 2008

Prepared by the
**California Department
of Education**

Available on the CAHSEE Results Web page at:
<http://cahsee.cde.ca.gov/>

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Purpose of This Document

The purpose of this document is to provide background information for school districts and schools to use when informing the public about the California High School Exit Examination (CAHSEE) summary results for the 2007-08 school year. All California public school students must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive their high school diploma. The CAHSEE requirement can be satisfied by passing the exam or, for students with disabilities who test with modifications, receiving a local waiver pursuant to *Education Code* Section 60851(c).

On September 9, 2008, the California Department of Education (CDE) will release summary results from the CAHSEE administrations during the 2007–08 school year. Results will be provided at the school, school district, county, and state levels and will be posted on the CAHSEE Results Web page at <http://cahsee.cde.ca.gov/>. Individual student CAHSEE results are confidential and are not included in the Internet posting.

Using this Assistance Packet

It is important that school, school district, and county administrators respond proactively to inquiries about local CAHSEE results for the 2007-08 school year. Local efforts to communicate with key stakeholders can develop a foundation of understanding about this exam and what is being done to prepare students to meet this requirement. This assistance packet provides county offices of education, school districts, and schools with the information they need to access summary results online and interpret those results.

Key Reporting Dates

page 2

Lists important dates you will need to know as you work with the public answering questions related to your local CAHSEE results.

Overview of Internet Reports

page 8

This section gives a quick breakdown of the data and type of reports that will be summarized for the 2007-08 school year.

Accessing Internet Reports

page 9

Step-by-step instructions on how to access the reporting Web site and view reports. This section can be posted on your school district Web site, or printed and distributed to key district and school personnel, media, local interest groups, or parents and guardians.

CAHSEE Summary Reports**page 10**

Pages 10-25 provide detailed information about the reports that will be generated online and include samples of these reports. These sections of the packet can be reproduced and made available to key school district and school personnel so they can answer questions about what is included in the various reports.

Using 2007-08 Results to Promote Student Success**page 27**

Step-by-step instructions for school staff to identify patterns of student performance and identify program areas that need improvement. The steps outlined in this section can be used by school personnel to analyze student performance, evaluate classroom instruction, and develop a plan for improvement. This section can be copied and distributed to site administrators.

2007–08 Key Reporting Dates

September 4, 2008 CAHSEE 2007–08 summary results available to school districts for review on the Internet

September 9, 2008 *Summary Results: Explaining 2007–08 Summary Results to the Public* assistance packet for school districts and schools posted on the CDE Web site

September 9, 2008 State Superintendent of Public Instruction holds a press conference and teleconference

News release on 2007–08 CAHSEE summary results distributed to the media, school districts, and county offices of education CAHSEE 2007–08 summary of results for schools, school districts, counties, and the state are posted on the Internet

Greater Access to Content Standards

Since 1997, students have had increased access to the state content standards through CDE's publication of standards-based resources for school districts, teachers, students, parents and guardians, and through the adoption of kindergarten through grade eight instructional resources in mathematics and English-language arts.

The Human Resources Research Organization (HumRRO), the independent evaluator of CAHSEE, reported in its biennial evaluation that schools were offering more classes in standards-based instruction and concluded that:

The CAHSEE requirement has been a major factor leading to dramatically increased coverage of the California content standards at both the high school and middle school levels and to development or improvement of courses providing help for students who have difficulty achieving these standards. (*Independent Evaluation of the California High School Exit Examination [CAHSEE]: Second Biennial Report*, February 1, 2004, Executive Summary, p. iii, General Finding 2)

CAHSEE Resources for School Districts, Teachers, Students, Parents, and Guardians

The following CAHSEE and standards-based resources are available on the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/> under “Program Resources”:

- *Preparing for the CAHSEE: An English-Language Arts Study Guide and Preparing for the CAHSEE: A Mathematics Study Guide* and for students their parents (2004; reprinted 2005 and 2006, 2008 revised edition)
- *California High School Exit Examination – English-Language Arts Teacher Guide and California High School Exit Examination – Mathematics Teacher Guide* (2004 and 2008 revised edition)
- The release of 205 English-language arts multiple-choice test questions, and 11 writing tasks, and 197 mathematics CAHSEE multiple-choice test questions, (2001–07)

The State Board of Education adopted instructional materials aligned to state content standards for English-language arts and mathematics. The standards are available on the CDE Web site at <http://www.cde.ca.gov/be/st/> under “Standards & Frameworks”:

- *Reading/Language Arts Framework for California Public Schools* (2007)
- *Mathematics Framework for California Public Schools* (2005)



California High School Exit Examination (CAHSEE)

Questions and Answers

What is the CAHSEE?

State law, enacted in 1999, authorized the development of the California High School Exit Examination (CAHSEE), which students in California public schools would have to pass to earn a high school diploma. All California public school students must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE requirement can be satisfied by passing the exam or, for students with disabilities who test with modifications, receiving a local waiver pursuant to *Education Code* Section 60851(c).

The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics.

What subjects does the CAHSEE Cover?

The CAHSEE consists of two parts: English-language arts (ELA) and mathematics. Test questions address California content standards that a High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, determined students should know to graduate from high school.

English-Language Arts

The ELA part of the exam, which addresses state ELA content standards through grade ten, has a reading section and a writing section. The reading section covers vocabulary, informational reading, and literary reading. This section includes approximately 50 percent literary texts and 50 percent informational texts. The writing section covers writing strategies, applications, and conventions. The ELA part of the exam consists of 79 multiple-choice questions (seven of which are field test items and are not scored) as well as a writing task (essay) in which students are asked to respond to a specific topic or a literary or informational passage.

Are there any waivers of the requirement to pass the CAHSEE?*Mathematics*

The mathematics part of the CAHSEE addresses state mathematics content standards in grades six and seven and the first part of Algebra. It includes statistics, data analysis and probability, number sense, measurement and geometry, algebra and functions, mathematical reasoning, and Algebra I. Students must demonstrate computational skills and a foundation in arithmetic, including working with decimals, fractions, and percentages. This part of the exam is composed of 92 multiple-choice questions (twelve of which are field test items and are not scored).

The CAHSEE blueprints provide more information on the content of the exam and are available on the CAHSEE Resources Web page at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

In order to pass the CAHSEE, a scale score of 350 or higher is required on each part. Students do not need to pass both parts of the CAHSEE during the same administration in order to satisfy the CAHSEE requirement.

For certain students with disabilities, a local waiver of the CAHSEE requirement may be available.

Education Code Section 60851(c) permits local school boards to grant a waiver of the CAHSEE requirement to students with disabilities who take the CAHSEE using modifications and receive the equivalent of a passing score.

At the request of the student's parent or guardian, a school principal must submit to the local school governing board a request for a waiver of the requirement to pass the part(s) of the CAHSEE on which a modification was used and the equivalent of a passing score was earned. For the local board to waive the CAHSEE requirement, the principal must certify that the student has met the following conditions:

1. An individualized education program (IEP) or Section 504 Plan is in place that requires the accommodations or modifications to be provided to the student when taking the CAHSEE.
2. The student has either satisfactorily completed or is in progress towards completing high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE.

What is done to assist students with disabilities when taking the CAHSEE?

3. The student has an individual score report showing that the student has received the equivalent of a passing score on the CAHSEE while using a modification.

CAHSEE regulations specify accommodations and modifications that students with disabilities must be permitted to use if specified in the student's IEP or Section 504 Plan for use on the CAHSEE, standardized testing, or for use during classroom instruction and assessments. An accommodation is a change in the testing environment or process that does not alter what the CAHSEE measures or affect the comparability of scores, whereas a modification is a change that fundamentally alters what the CAHSEE measures or affects the comparability of scores.

Students who use an accommodation and earn a score of 350 or higher have passed that part of the CAHSEE. Students who use a modification and earn the equivalent of a passing score on one or both parts of the CAHSEE have not passed but may be eligible for a local waiver of the CAHSEE requirement (as described in the previous section).

What is done to assist English learners when taking the CAHSEE?

English learners must be permitted to take the CAHSEE with certain test variations if used regularly in the classroom. For example, English learners must be permitted to hear the test directions in their primary language or use a translation glossary if these test variations are used in the classroom.

Students who are English learners are required to take the CAHSEE in grade ten with all other grade ten students. During their first 24 months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English (*Education Code Section 60852*). During this time, they are still required to take the CAHSEE.

When do parents and guardians receive their student's CAHSEE results?

About seven weeks after each administration of the exam, school districts receive two copies of the CAHSEE Student and Parent Report for each student who took the examination. When school districts receive these reports, they are to immediately distribute one copy to parents and guardians and place the other copy of the report in the student's permanent record.

Do parents and guardians need to keep a copy of their student's results?

Yes. It is important that parents and guardians keep a copy of the student score report for their own records. The California Department of Education (CDE) does not keep a copy of individual student score reports. Individual student scores are to be maintained by the student's school district. The school district must ensure the records are maintained confidentially. (*Education Code* Section 49073 and *Title 20 United States Code* Section 1232[g].)

How many opportunities do students have to pass the CAHSEE?

All students are required to take the CAHSEE for the first time in grade ten. Students who do not pass one or both parts of the exam in grade ten have up to two opportunities in grade eleven and five opportunities in grade twelve to retake the part(s) of the exam not yet passed. Adult students have up to three opportunities per school year to take the CAHSEE. The CAHSEE testing schedule for the 2008–09 school year is posted on the CAHSEE Administration Web page at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>. School districts select their testing dates from this schedule.

What happens if students do not pass the CAHSEE?

School districts are required to provide additional instruction to assist students who do not pass the exam. Students, including English learners, who have not passed one or both parts of the CAHSEE by the end of grade twelve, are entitled to receive intensive instruction and services for up to two consecutive academic years after completion of grade twelve or until they pass both parts of the CAHSEE, whichever comes first. Parents and guardians are encouraged to contact their child's school for information on the programs offered.

Is the CAHSEE used for school and school district accountability purposes?

Yes. The state and federal governments use the CAHSEE as a measure of school and school district accountability. The state accountability program is the Public Schools Accountability Act, and the federal accountability program is the No Child Left Behind Act. The use of CAHSEE results for these accountability programs in no way affects how the CAHSEE is used for individual student accountability.

How can parents and guardians get their questions answered about the CAHSEE?

Additional CAHSEE information is available on the CDE CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>. Parents and guardians should direct their questions to their child's teachers or contact the school principal or counselor.

Overview of Internet Reports

The 2007–08 CAHSEE summary results will be accessible through the CAHSEE Results Web page site at <http://cahsee.cde.ca.gov/>. This Web page has a link to the CDE DataQuest Web site, where the reports are generated. Instructions to assist you in accessing this Web site are included in this section.

The DataQuest Web site will display:

- Summary results for the July, October, November, and December 2007 and the February, March, and May 2008 administrations.
- Summary results at the school, school district, county, and state levels.
- Combined grade ten results of the February, March, and May 2008 administrations.
- Summary results for students by grade, gender, ethnicity, language fluency, socioeconomic status, and special education program participation.
- Summary results for English-language arts, including number of students tested, number passed, percent passed, number not passed, percent not passed, average (mean) scale score, average percent correct for reading (word analysis, reading comprehension, literary response and analysis) and writing (writing strategies, writing conventions), and the average of two independent scores for the writing application (i.e., essay).
- Summary results for mathematics, including number of students tested, number passed, percent passed, number not passed, percent not passed, mean scale score, and average percent correct for mathematics strands (probability and statistics, number sense, algebra and functions, measurement and geometry, and Algebra I).
- Summary roster reports at the school district, county, and state levels. For example, a school district roster report for any given administration would display the overall results for each school in the school district that participated in that administration.

2007–08 CAHSEE Summary Results: Tab-Delimited Research Files

When the 2007–08 CAHSEE summary results are released, research files also will be available in tab-delimited format to allow for more complex analyses and customized reporting of the data. These research files and a research file layout will be available on the CAHSEE Results Web page at <http://cahsee.cde.ca.gov/>.

Accessing Internet Reports

This section provides directions to access district-level results on the CDE Web site. Reports for schools, counties, and the state can be accessed using a similar approach.

To access the CAHSEE district-level results:

1. Go to <http://cahsee.cde.ca.gov/reports.asp>.
2. Click on “District Reports.”
3. From the drop down menu, select a school year.
4. Type a portion of the district name.
5. Click the “Submit” button.
6. From the drop-down menu under “Select District,” select a school district.
7. Under “Select Report,” select “CAHSEE District Report.”
8. From the drop-down menu beside “Specify administration,” select one of the administrations. The “Combined” option will combine results from all Grade 10 exam administrations during the selected school year (February, March and May).
9. Under “Select Test,” select the English-Language Arts (ELA) or Mathematics option.
10. Use the drop-down menu next to “specify grade level” to choose a grade.
11. Click the “Submit” button.

CAHSEE Summary Reports

The CAHSEE summary reports are available through the CAHSEE Results Web page at <http://cahsee.cde.ca.gov/> and provide school, school district, county, and state results for either a single test administration or for grade ten students combined administrations within a school year. Various report options are available through DataQuest, but two primary reports are the Demographic Summary Reports and Roster Reports. The Demographic Summary Reports display results for various demographic categories including grade, gender, race/ethnicity, language fluency, economic status, migrant education program participation, special education program participation, and students tested with modifications. The Roster Reports display overall results for (1) all schools within a school district, (2) all school districts within a county, and (3) all counties within the state.

This section contains samples of the following school district reports:

- English-Language Arts Demographic Summary for All Students Tested
- Mathematics Demographic Summary for Grade Ten Students
- Mathematics Demographic Summary for All Students Tested
- Mathematics Roster for All Students Tested

Similar reports are available at the school, county, and state levels.

Demographic Summary Report Column Heading Definitions

The following are the definitions for each column heading used on Demographic Summary Reports and Roster Reports.

Number Tested – This represents the number of valid answer documents scored overall and by demographic category. Number tested does not include invalid answer documents that represent students who were tested and did not answer enough test questions to be scored, took the test with a modification, or cheated. The sum of the number tested by demographic category is equal to the number for “All Students Tested.”

Number Passed – This represents the number of students who received a passing score (i.e., a scale score of 350 or greater). The number passed by demographic category is a subset of the Number Tested.

Percent Passed – This represents the percentage of students who received a passing score (i.e., a scale score of 350 or greater). The percent passed is calculated by dividing the number of students who passed by the number of students for whom there were valid answer documents and multiplying by 100.

Number Not Passed – This represents the number of students who did not receive a passing score (i.e., a scale score of less than 350). The number not passed by demographic category is a subset of the Number Tested. The number passed plus the number not passed equals the number tested.

Percent Not Passed – This represents the percentage of students who did not pass. The percent not passed is calculated by dividing the number of students who did not pass by the number of students for whom there were valid answer documents and multiplying by 100.

Mean Scale Score – This is the average scale score of all students who took the English-language arts or mathematics examination on the test date. The mean scale score is calculated by summing the actual scale scores for each student tested and dividing the sum by the number of students for whom there were valid answer documents.

English-Language Arts*

The English-language arts reports provide the following results:

Reading – The reading section includes the percent correct in each reading strand (Word Analysis, Reading Comprehension, and Literary Response and Analysis) tested in English-language arts.

Writing – The writing section includes the percent correct in each writing strand (Writing Strategies, and Writing Conventions) tested in English-language arts.

** This report is not provided when accessing data in the combined administration mode.*

Writing Application – The writing application includes the total number of points awarded to the student essay. The student essay receives two scores that range from 1.0 (lowest) to 4.0 (highest) or non-scorable (NS). The average of these two scores is listed. The writing application score counts for 20 percent of the total English-language arts score. Please note that there is **not** a separate passing score for the essay.

Mathematics*

The mathematics reports provide the following results:

Strands for Mathematics – The average percent correct for each mathematics strand (Probability & Statistics, Number Sense, Algebra & Functions, Measurement & Geometry, and Algebra I) is listed in the last five columns, overall and by demographic category.

Note: Dashes (--) indicate that for groups of ten or fewer students, data were suppressed to maintain the anonymity of the students.

Summary Reports by Economic Status and Ethnicity

The CAHSEE reporting site includes reports that provide information on the students who passed the English-language arts and mathematics portion of the CAHSEE in grade 10 by economic status and ethnicity from 2004 through 2008. These reports can be downloaded by going to the CAHSEE Results Web page <http://cahsee.cde.ca.gov/> and clicking on the link entitled “Summary Reports by Economic Status and Ethnicity.”

Samples of the following ethnicity within economic status reports can be found on pages 19-20 of this document.

- **County Level – Percentages of Grade Ten Students Passing Ethnicity Within Economic Status**

This report sorts data by county and then test (English-Language Arts or Mathematics).

- **District Level – Percentages of Grade Ten Students Passing Ethnicity Within Economic Status**

This report sorts data by test (English-Language Arts or Mathematics), county, and school district.

** This report is not provided when accessing data in the combined administration mode.*

Sample Internet Reports

**English-Language Arts Demographic Summary
For All Students Tested**

**Mathematics Demographic Summary for
Grade Ten Students**

**Mathematics Demographic Summary for
All Students Tested**

Mathematics Roster for All Students Tested

**County Level – Percentages of Grade Ten Students
Passing Ethnicity within Economic Status**

**District Level – Percentages of Grade Ten Students
Passing Ethnicity within Economic Status**

English-Language Arts Demographic Summary

for All Students Tested

SAMPLE

California High School Exit Exam

Demographic Summary
English-Language Arts (March 2008) for (All Grades)
File Date: 7/17/2008

To Research Files
District Roster Report
CAHSEE web site
DataQuest HOME PAGE

County:
[00 - Sample County](#)

District:
00000 - Sample School District
Number of Grade 10 Answer Documents Processed: 3,319

All Students Tested

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
All Students Tested	3,298	2,417	73%	881	27%	373	78%	73%	74%	65%	74%	2.4

Grade

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Tenth	3,180	2,387	75%	793	25%	374	79%	73%	74%	66%	75%	2.4
Eleventh	101	25	25%	76	75%	334	57%	51%	55%	45%	57%	2.0
Twelfth	2	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Adult Students	15	5	33%	10	67%	336	53%	52%	60%	53%	55%	1.9
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--

Gender

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Male	1,686	1,151	68%	535	32%	367	77%	70%	71%	62%	71%	2.3
Female	1,612	1,266	79%	346	21%	379	79%	75%	76%	69%	78%	2.5
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--

Race/Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
American Indian or Alaska Native	43	31	72%	12	28%	368	77%	71%	73%	62%	72%	2.3
Asian	838	632	75%	206	25%	376	77%	73%	74%	69%	77%	2.5
Pacific Islander	46	31	67%	15	33%	364	71%	70%	68%	60%	73%	2.3
Filipino	43	39	91%	4	9%	387	86%	79%	78%	73%	81%	2.7
Hispanic or Latino	989	674	68%	315	32%	366	76%	69%	72%	61%	71%	2.3
African American or Black (not of Hispanic origin)	612	403	66%	209	34%	362	75%	69%	70%	59%	68%	2.2
White (not of Hispanic origin)	715	600	84%	115	16%	389	85%	80%	81%	73%	80%	2.6
Declined to state	12	7	58%	5	42%	354	61%	69%	70%	51%	61%	2.2
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--

Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
English Only Students	1,879	1,451	77%	428	23%	378	81%	75%	76%	67%	75%	2.4
Initially Fluent English Proficient (IFEP)	50	48	96%	2	4%	399	93%	85%	84%	81%	88%	2.6
Redesignated Fluent English Proficient (RFEP)	520	506	97%	14	3%	395	88%	83%	82%	79%	85%	2.7
English Learner Students	834	407	49%	427	51%	347	65%	59%	63%	53%	64%	2.1
Unknown	15	5	33%	10	67%	336	53%	52%	60%	53%	55%	1.9

Economic Status

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Non-Economically Disadvantaged Students	1,014	891	88%	123	12%	392	86%	81%	81%	74%	82%	2.6
Economically Disadvantaged Students	1,893	1,252	66%	641	34%	364	74%	68%	70%	62%	70%	2.3
Unknown	391	274	70%	117	30%	370	78%	71%	72%	63%	72%	2.3

Migrant Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Students Receiving Services	12	5	42%	7	58%	344	62%	54%	58%	53%	58%	2.2

Special Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Students Receiving Services	242	49	20%	193	80%	326	53%	49%	51%	40%	47%	1.8

Students Tested with Modification

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct Word Analysis	Reading Avg. Percent Correct Reading Comp.	Reading Avg. Percent Correct Lit. Resp. Analysis	Writing Avg. Percent Correct Writing Strat.	Writing Avg. Percent Correct Writing Conv.	Writing Applications Average Score Essay*
Students Tested with Modification	17											

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 20% of the Total English-Language Arts score.

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs/resources.asp>

Mathematics Demographic Summary

for Grade Ten Students

SAMPLE

California High School Exit Exam

Demographic Summary
Mathematics (March 2008) for (Grade 10)
File Date: 7/17/2008

To Research Files
District Roster Report
CAHSEE web site
DataQuest HOME PAGE

County:

00 - Sample County

District:

00000 - Sample School District
Number of Grade 10 Answer Documents Processed: 3,319

All Students Tested

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
All Students Tested	3,165	2,430	77%	735	23%	382	71%	74%	70%	67%	61%

Gender

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
Male	1,604	1,219	76%	385	24%	381	70%	74%	69%	67%	59%
Female	1,561	1,211	78%	350	22%	382	71%	74%	70%	67%	62%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%

Race/Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
American Indian or Alaska Native	41	30	73%	11	27%	372	67%	73%	62%	60%	53%
Asian	802	718	90%	84	10%	401	76%	83%	79%	77%	75%
Pacific Islander	45	32	71%	13	29%	371	64%	69%	63%	61%	58%
Filipino	41	39	95%	2	5%	394	79%	80%	77%	76%	68%
Hispanic or Latino	939	645	69%	294	31%	370	67%	69%	64%	61%	53%
African American or Black (not of Hispanic origin)	586	364	62%	222	38%	363	62%	65%	60%	57%	50%
White (not of Hispanic origin)	700	594	85%	106	15%	391	76%	79%	75%	72%	64%
Declined to state	11	8	73%	3	27%	365	65%	66%	62%	55%	50%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%

Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
English Only Students	1,828	1,375	75%	453	25%	380	71%	73%	68%	66%	58%
Initially Fluent English Proficient (IFEP)	51	49	96%	2	4%	409	82%	87%	83%	81%	77%
Redesignated Fluent English Proficient (RFEP)	518	504	97%	14	3%	412	84%	90%	85%	82%	78%
English Learner Students	768	502	65%	266	35%	364	60%	66%	61%	58%	54%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%

Economic Status

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
Non-Economically Disadvantaged Students	1,004	870	87%	134	13%	394	77%	81%	76%	74%	66%
Economically Disadvantaged Students	1,795	1,291	72%	504	28%	376	67%	71%	66%	64%	58%
Unknown	366	269	73%	97	27%	377	68%	72%	67%	64%	58%

Migrant Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
Students Receiving Services	12	8	67%	4	33%	363	56%	67%	60%	55%	52%

Special Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
Students Receiving Services	212	45	21%	167	79%	333	45%	44%	40%	41%	33%

Students Tested with Modification

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
Students Tested with Modification	0										

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs/resources.asp>

Mathematics Demographic Summary

for All Students Tested

SAMPLE

California High School Exit Exam

Demographic Summary
Mathematics (March 2008) for (All Grades)
File Date: 7/17/2008

To Research Files
District Roster Report
CAHSEE web site
DataQuest HOME PAGE

County:

00 - Sample County

District:

00000 - Sample School District
Number of Grade 10 Answer Documents Processed: 3,319

All Students Tested

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
All Students Tested	3,279	2,461	75%	818	25%	380	70%	73%	69%	66%	60%

Grade

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
Tenth	3,165	2,430	77%	735	23%	382	71%	74%	70%	67%	61%
Eleventh	105	30	29%	75	71%	339	52%	47%	48%	44%	34%
Twelfth	1	--	--%	--	--%	--	--%	--%	--%	--%	--%
Adult Students	8	--	--%	--	--%	--	--%	--%	--%	--%	--%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%

Gender

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
Male	1,657	1,232	74%	425	26%	380	69%	74%	68%	66%	59%
Female	1,622	1,229	76%	393	24%	381	70%	73%	69%	66%	61%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%

Race/Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
American Indian or Alaska Native	42	30	71%	12	29%	371	67%	72%	62%	60%	53%
Asian	820	722	88%	98	12%	399	76%	83%	78%	76%	74%
Pacific Islander	45	32	71%	13	29%	371	64%	69%	63%	61%	58%
Filipino	41	39	95%	2	5%	394	79%	80%	77%	76%	68%
Hispanic or Latino	986	659	67%	327	33%	369	66%	68%	63%	60%	52%
African American or Black (not of Hispanic origin)	626	375	60%	251	40%	362	62%	64%	59%	56%	49%
White (not of Hispanic origin)	707	596	84%	111	16%	391	76%	79%	74%	72%	64%
Declined to state	11	8	73%	3	27%	365	65%	66%	62%	55%	50%
Unknown	1	--	--%	--	--%	--	--%	--%	--%	--%	--%

Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
English Only Students	1,883	1,391	74%	492	26%	378	70%	72%	68%	65%	57%
Initially Fluent English Proficient (IFEP)	51	49	96%	2	4%	409	82%	87%	83%	81%	77%
Redesignated Fluent English Proficient (RFEP)	522	508	97%	14	3%	412	84%	89%	85%	82%	78%
English Learner Students	815	512	63%	303	37%	363	59%	64%	60%	57%	53%
Unknown	8	--	--%	--	--%	--	--%	--%	--%	--%	--%

Economic Status

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
Non-Economically Disadvantaged Students	1,018	877	86%	141	14%	394	77%	80%	76%	73%	66%
Economically Disadvantaged Students	1,881	1,312	70%	569	30%	374	67%	70%	66%	63%	57%
Unknown	380	272	72%	108	28%	376	68%	71%	66%	63%	57%

Migrant Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
Students Receiving Services	13	9	69%	4	31%	362	57%	65%	60%	55%	51%

Special Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
Students Receiving Services	226	45	20%	181	80%	332	45%	43%	40%	40%	32%

Students Tested with Modification

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
Students Tested with Modification	17										

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs/resources.asp>

Mathematics Roster**for All Students Tested****SAMPLE****California High School Exit Exam**

School Listing: 00000 - Sample School District

Mathematics (March 2008) for (All Grades)

File Date: 7/17/2008

To Research Files
District Roster Report
CAHSEE web site
DataQuest HOME PAGE

Number of Students Tested: 3,279

School Code and Name	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
All Students Tested	3,279	2,461	75%	818	25%	380	70%	73%	69%	66%	60%

School Data

School Code and Name	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct) Probability & Stat.	Strands for Mathematics (Average Percent Correct) Number Sense	Strands for Mathematics (Average Percent Correct) Algebra & Func.	Strands for Mathematics (Average Percent Correct) Meas. & Geometry	Strands for Mathematics (Average Percent Correct) Algebra 1
0000000 Sample High Shcool	45	24	53%	21	47%	349	58%	61%	52%	47%	37%
0000000 Sample High Shcool	27	17	63%	10	37%	357	58%	60%	55%	56%	48%
0000000 Sample High Shcool	481	342	71%	139	29%	375	66%	71%	66%	63%	59%
0000000 Sample High Shcool	57	38	67%	19	33%	365	68%	68%	59%	60%	46%
0000000 Sample High Shcool	8	--	--%	--	--%	--	--%	--%	--%	--%	--%
0000000 Sample High Shcool	71	42	59%	29	41%	357	61%	64%	58%	53%	46%
0000000 Sample High Shcool	97	77	79%	20	21%	377	74%	75%	66%	66%	54%
0000000 Sample High Shcool	605	343	57%	262	43%	360	61%	62%	58%	54%	48%
0000000 Sample High Shcool	498	411	83%	87	17%	392	74%	79%	75%	72%	68%
0000000 Sample High Shcool	540	443	82%	97	18%	389	73%	77%	74%	72%	65%
0000000 Sample High Shcool	98	77	79%	21	21%	381	74%	76%	72%	67%	55%
0000000 Sample High Shcool	25	7	28%	18	72%	338	48%	50%	43%	42%	38%
0000000 Sample High Shcool	455	376	83%	79	17%	383	72%	75%	71%	69%	61%
0000000 Sample High Shcool	37	28	76%	9	24%	369	67%	73%	63%	63%	44%
0000000 Sample High Shcool	235	235	100%	0	0%	419	88%	92%	87%	85%	83%

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs/resources.asp>

County Level
Percentages of Grade Ten Students Passing
Ethnicity within Economic Status

County Code	County Name	Test	Econ status	Ethnicity	2004	2005	2006	2007	2008	2004 to 2008 Change
01	Alameda	ELA	EconDis	Asian	72%	74%	74.1%	77.4%	77.9%	5.90%
01	Alameda	ELA	EconDis	Black	49.9%	53.1%	57.6%	53.8%	56.5%	6.60%
01	Alameda	ELA	EconDis	Filipino	72.5%	76.8%	74.2%	79.5%	79.8%	7.30%
01	Alameda	ELA	EconDis	Hispanic	50%	54.6%	57.2%	57.4%	58.0%	8.00%
01	Alameda	ELA	EconDis	Nativ Amer	50%	65.4%	65.2%	66.7%	67.5%	17.50%
01	Alameda	ELA	EconDis	Pac Isl	47.2%	59.8%	60.9%	64.7%	66.2%	19.00%
01	Alameda	ELA	EconDis	White	76.9%	72.6%	73.2%	70.5%	72.3%	-4.60%
01	Alameda	ELA	NotEconDis	Asian	92.2%	92.8%	93%	93.7%	94.1%	1.90%
01	Alameda	ELA	NotEconDis	Black	65.3%	68.5%	70.2%	70.6%	71.7%	6.40%
01	Alameda	ELA	NotEconDis	Filipino	87.1%	89.6%	89.3%	89.6%	89.9%	2.80%
01	Alameda	ELA	NotEconDis	Hispanic	70%	75.4%	75.6%	77.1%	77.8%	7.80%
01	Alameda	ELA	NotEconDis	Nativ Amer	76.7%	84.5%	87.3%	84%	84.9%	8.20%
01	Alameda	ELA	NotEconDis	Pac Isl	67.4%	83.8%	78.1%	82.9%	82.9%	15.50%
01	Alameda	ELA	NotEconDis	White	91.8%	93.7%	94.2%	92.8%	93.2%	1.40%
01	Alameda	Math	EconDis	Asian	82.7%	83.5%	86.5%	87.6%	87.8%	5.10%
01	Alameda	Math	EconDis	Black	40.9%	42.7%	46.4%	47.9%	49.2%	8.30%
01	Alameda	Math	EconDis	Filipino	71.7%	73.6%	74.8%	81.3%	82.5%	10.80%
01	Alameda	Math	EconDis	Hispanic	51.6%	53%	60.2%	60.5%	62.1%	10.50%
01	Alameda	Math	EconDis	Nativ Amer	55.2%	63%	70%	47.1%	49.2%	-6.00%
01	Alameda	Math	EconDis	Pac Isl	49.3%	56.5%	60.9%	56.8%	58.4%	9.10%
01	Alameda	Math	EconDis	White	75%	71.2%	70.3%	68.4%	70.1%	-4.90%
01	Alameda	Math	NotEconDis	Asian	95.9%	94.7%	96.3%	96.9%	96.7%	0.80%
01	Alameda	Math	NotEconDis	Black	56.3%	58.9%	61.8%	62.1%	62.9%	6.60%
01	Alameda	Math	NotEconDis	Filipino	86.9%	88.8%	90.1%	89.2%	89.8%	2.90%
01	Alameda	Math	NotEconDis	Hispanic	69.1%	72%	75.3%	73.4%	74.1%	5.00%
01	Alameda	Math	NotEconDis	Nativ Amer	69%	77.8%	86.4%	82%	83.2%	14.20%
01	Alameda	Math	NotEconDis	Pac Isl	73.4%	76.5%	74.1%	78.2%	79.3%	5.90%
01	Alameda	Math	NotEconDis	White	91%	91.5%	92.4%	91.4%	91.9%	0.90%
02	Alpine	ELA	EconDis	Nativ Amer	**	**	**		**	
02	Alpine	ELA	EconDis	White	**	**	**	**	**	
02	Alpine	ELA	NotEconDis	White	**	**	**		**	
02	Alpine	Math	EconDis	Nativ Amer	**	**	**		**	
02	Alpine	Math	EconDis	White	**	**	**	**	**	
02	Alpine	Math	NotEconDis	White	**	**	**	**	**	
03	Amador	ELA	EconDis	Asian	**	**	**	**	**	
03	Amador	ELA	EconDis	Black	16.1%	**	**	**	**	

To protect student privacy, asterisks appear for populations of 10 or fewer students.

District Level
Percentages of Grade Ten Students Passing
Ethnicity within Economic Status

Test	County Code	District Code	Ind. Chrt Number	County Name	District	EconStatus	Ethnicity	2004	2005	2006	2007	2008	2004 to 2008 Change
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	EconDis	Asian	25%	**	**	**	**	
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	EconDis	Black	18.4%	23.7%	39.7%	25%	28.6%	10.20%
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	EconDis	Filipino	**	**	**	**	**	
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	EconDis	Hispanic	27.3%	42.5%	47.5%	31.9%	33.5%	6.20%
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	EconDis	Nativ Amer	**	**	**	**	**	
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	EconDis	Pac Isl	**	**	**	**	**	
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	EconDis	White	72.7%	**	56.2%	**	**	
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	NotEconDis	Asian	**	**	**	**	**	
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	NotEconDis	Black	**	**	**	**	**	
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	NotEconDis	Filipino	**	**	**	**	**	
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	NotEconDis	Hispanic	**	**	**	**	**	
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	NotEconDis	Nativ Amer	**	**	**	**	**	
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	NotEconDis	Pac Isl	**	**	**	**	**	
ELA	01	10017	0000	Alameda	Alameda County Office of Education - Alameda	NotEconDis	White	**	**	**	**	**	
ELA	01	10017	0728	Alameda	FAME Public Charter - Alameda	EconDis	Asian	**	**	**	**	**	
ELA	01	10017	0728	Alameda	FAME Public Charter - Alameda	EconDis	Black	**	**	**	**	**	
ELA	01	10017	0728	Alameda	FAME Public Charter - Alameda	EconDis	Hispanic	**	**	**	**	**	
ELA	01	10017	0728	Alameda	FAME Public Charter - Alameda	EconDis	Pac Isl	**	**	**	**	**	
ELA	01	10017	0728	Alameda	FAME Public Charter - Alameda	EconDis	White	**	**	**	**	**	
ELA	01	10017	0728	Alameda	FAME Public Charter - Alameda	NotEconDis	Asian	**	**	**	91.7%	92.5%	
ELA	01	10017	0728	Alameda	FAME Public Charter - Alameda	NotEconDis	Black	**	**	**	**	**	
ELA	01	10017	0728	Alameda	FAME Public Charter - Alameda	NotEconDis	Filipino	**	**	**	**	**	
ELA	01	10017	0728	Alameda	FAME Public Charter - Alameda	NotEconDis	Hispanic	**	**	**	**	**	
ELA	01	10017	0728	Alameda	FAME Public Charter - Alameda	NotEconDis	Nativ Amer	**	**	**	**	**	
ELA	01	10017	0728	Alameda	FAME Public Charter - Alameda	NotEconDis	Pac Isl	**	**	**	**	**	
ELA	01	10017	0728	Alameda	FAME Public Charter - Alameda	NotEconDis	White	**	**	73.7%	82.6%	83.1%	
ELA	01	31609	0000	Alameda	California School for the Blind (State Special Schl)	EconDis	Filipino	**	**	**	**	**	
ELA	01	31609	0000	Alameda	California School for the Blind (State Special Schl)	EconDis	Hispanic	**	**	**	**	**	
ELA	01	31609	0000	Alameda	California School for the Blind (State Special Schl)	EconDis	White	**	**	**	**	**	
ELA	01	31609	0000	Alameda	California School for the Blind (State Special Schl)	NotEconDis	Asian	**	**	**	**	**	
ELA	01	31609	0000	Alameda	California School for the Blind (State Special Schl)	NotEconDis	Black	**	**	**	**	**	
ELA	01	31609	0000	Alameda	California School for the Blind (State Special Schl)	NotEconDis	Filipino	**	**	**	**	**	

To protect student privacy, asterisks appear for populations of 10 or fewer students

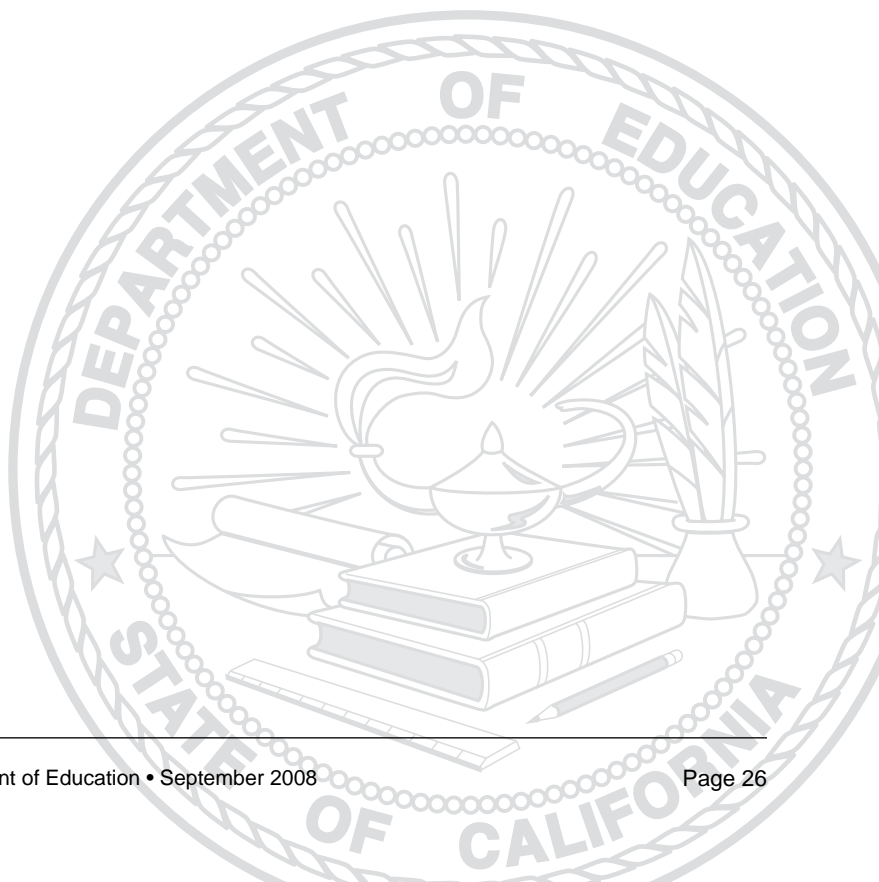
Appendixes

Using 2007–08 Results to Promote Student Success

A Chronology of the CAHSEE: 1999-2008

Glossary of Terms

Resources Available on the Internet



Using 2007-08 Results to Promote Student Success

Counties, school districts, and schools are encouraged to use the 2007–08 summary results and other standards-based evidence of student achievement to develop and implement an ongoing process for refining classroom instruction and school programs. The goal is to work with school staff to identify patterns of student performance and identify program areas needing improvement. The steps outlined below can be used by school personnel to analyze student performance, evaluate classroom instruction, and develop a plan for improvement.

Purpose

- To develop and implement an ongoing process for refining classroom instruction and school programs, using CAHSEE results and other standards-based evidence of student achievement
- To involve all staff, with student and parent input, in the evaluation and refinement process and articulate identified refinements with other district schools
- To develop a plan to provide additional assistance for students who did not pass one or both part(s) of the CAHSEE

Examples of data that could be used for evaluating student achievement might include but not be limited to:

- Student feedback concerning student preparation and CAHSEE results
- Individual, school, and school district CAHSEE data from previous administrations
- STAR data and grade records for students participating in the CAHSEE
- Comparative data from feeder school program participation and current and past CAHSEE results
- Program participation data from any remedial programs offered by the school or by outside agencies
- Any other relevant data collected by the school (attendance rates, disciplinary referrals, etc.)
- Assessments aligned with state content standards
- School district and school level formative or benchmark assessments
- Passing rates and program information from schools similar in student population or geography

Step 1 Identify and collect data about the academic achievement of students (individual and group data).

- Construct a process for identifying, collecting, and compiling the data to examine patterns across individual student and group scores. (A staff work group, consisting of those involved with intervention as well as a representative(s) from administration and content areas of English-language arts and mathematics should be convened for this phase of the process.)
- Identify sources of information that are available to use in the review of the academic achievement of students.
- Gather data from all students who have completed the CAHSEE, whether or not they passed, to obtain feedback from students about the support they have been given and to identify effective and ineffective strategies offered through classroom instruction and other support activities.
- Collect and compile data from other sources about student achievement to help identify students needing some level of intervention and program areas (curriculum and/or instruction) needing modification.

Step 2 Review collected data about the academic achievement of students to prepare information for possible program planning.

- Once the student information has been completed and gathered, compile results for staff review.
- Develop a plan for how to combine student achievement data from multiple sources.
- Compile data about student achievement from other sources to identify possible program modifications, students in need of intervention, and to design intervention efforts.
- Organize staff work groups by content area to review, analyze, and evaluate data about student achievement.

- With results of the data review, prepare a brief but comprehensive report by the work group for presentation to the entire staff. (The report should include suggestions regarding program improvement, based on the data presented.)
- Evaluate student feedback concerning CAHSEE results and student preparation.

Step 3 Evaluate classroom instruction and/or programs implemented to ensure student success (based on data review).

- Convene a staff meeting (all staff) for a presentation of the findings and recommendations of the data review work group. (Successes should be highlighted and celebrated first; then the conversation should focus on developing a list of priorities for refining the curriculum, instruction, assessment, and remediation.)
- Ask all staff members to examine their own roles in student preparation and support, and to identify at least one change they plan to make to improve the academic achievement for their students.
- Convene staff members by department to discuss results of the individual CAHSEE preparation analysis and to consider program and instructional recommendations.
- Record intended goals by department and each individual and determine a method for collecting data to evaluate results after program changes have been implemented.
- Submit to the administration a summary of proposed program refinements prepared by each department.
- Identify diagnostic tools teachers can use to evaluate their students' specific strengths and weaknesses.
- Determine methods for evaluating how students are placed in intervention programs and what programs are successful.

Step 4 Incorporate proposed program changes, identified through the evaluation process, into the school plan and continue implementation and refinement.

- Review proposed program changes/refinements with each department and finalize recommendations.
- Compile all finalized departmental reports and incorporate into a school action plan, with timeline, identifying roles and responsibilities, needed professional development activities, and methods for monitoring progress and evaluating outcomes.
- Plan and conduct training(s) for instituting changes and schedule staff time for evaluating progress and/or making additional modifications.
- Develop a school accountability system to ensure that changes are carried out.

Step 5 Communicate program results and steps for refinement to key stakeholders.

- Identify populations that must be informed and/or included in program refinement planning or implementation; these might include but not be limited to:
 - **District staff, including administrators and their support staff** – All staff should be updated about programmatic changes as they are made.
 - **Governing boards** – Board members need clear explanations of program changes to allow for informed decision-making if new policies, policy modifications, and/or funding are necessary.
 - **Student population** – Students should be informed about changes, and changes made in response to student requests should be acknowledged.
 - **Parents, guardians, and families** – Parents, guardians, and families should be kept informed of all changes, even if their students are not directly involved.
 - **General public** – The general public should be kept informed about the CAHSEE and what is being done to prepare students for the test.

- **Feeder districts and alternative school sites –**
Ongoing dialogue should be conducted between feeder schools and receiving high schools, as well as any alternative sites for students. (Feeder schools should receive information about their former students' achievement on standards addressed on the CAHSEE.)
- Make a particular effort to provide accurate and timely information to parents, guardians, and students who are at risk of not passing the CAHSEE. Program changes that will impact students should be explained and, when possible, acknowledged in writing by both the student and the student's parents or guardians.
- Make information available in the parents' and guardians' primary languages, when possible. (Every effort also should be made to deliver important information outside of traditional channels [e.g., through television and radio programs in parents' and guardians' primary languages].)
- Include information to students and their parents or guardians about all options for delivery of student services, including scheduling of available services, services provided, and methods for evaluating program effectiveness. Copies of all information should be preserved for documentation and reference.
- Communicate with the general public through news releases and other news sources. (Information should include positive test results, program improvements, and curricular and/or instructional programs that still need improvement. Schools should make every effort to demonstrate the goal that all students can and will be successful. Efforts to keep the public informed also should include information about the difficulty level of the CAHSEE [including sample test items], what is being done to prepare students for the test, and directions to access group test results posted on the Internet.)

Ten Essential Questions for Reviewing Student Data

1. What percentage of first-time test takers passed the CAHSEE? Is this number an increase or decrease over past test administrations? What does this increase or decrease signify?
2. What percentage of eligible students have taken the CAHSEE more than once? How do the passing rates compare with past test administrations?
3. What does CAHSEE, or other test data, reveal about the achievement of subgroups?
4. Of those students who have taken the CAHSEE more than once, are their scores changing?
If yes, by how many points? Do those students who are changing their scores fall into any type of pattern (e.g., gender, participation in certain programs)?
5. Do patterns identify any strengths or weaknesses in instructional programs for mathematics and English-language arts? How do the identified strengths and weaknesses relate to the content standards addressed in those core subjects?
6. Are the results of the CAHSEE predictable according to data from feeder schools? Is there a relationship between middle and high school grades and scores on the CAHSEE? How do CAHSEE results compare with STAR results, and what patterns may be seen in the differences that exist?
7. How do other school data help predict passing rates? Is there a relationship, for example, between attendance and passage? Do test results tend to correspond with data about program changes or transfer and/or dropout rates? What steps are being taken to address any existing correlations?
8. What programs are identified by staff and students and supported by data as the most effective for remediation?
9. Within each program that provides supplemental instruction, what materials and/or strategies do students identify as most helpful (effective)? Do test results support this perception?
10. What additional programs serving similar student populations might be used for remediation? What is the success rate of these programs?

A Chronology of the CAHSEE: 1999–2008

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| 1999 | <ul style="list-style-type: none"> • Development of the California High School Exit Examination (CAHSEE) authorized by Senate Bill 2X |
| 2000 | <ul style="list-style-type: none"> • The State Board of Education (SBE) adopted CAHSEE blueprints |
| 2001 | <ul style="list-style-type: none"> • First administration of the CAHSEE given to grade nine students in the Class of 2004 • Passing scores designated for CAHSEE in English-language arts (ELA) and mathematics |
| 2002 | <ul style="list-style-type: none"> • Assembly Bill 1609 removed the option for grade nine students to take the CAHSEE |
| 2003 | <ul style="list-style-type: none"> • The SBE adopted revised blueprints and approved the reduction from three to two days of testing. • The ELA blueprints were revised reducing the number of essays from two to one and reducing the number of multiple-choice questions from 82 to 72 • The math blueprint was slightly revised in the content standards being assessed for Mathematical Reasoning, Statistics, Data Analysis, and Probability. In addition, extraneous information was removed and the reading difficulty level of the math questions was refined. • CAHSEE graduation requirement postponed to the class of 2006 |
| 2004 | <ul style="list-style-type: none"> • First administration of the CAHSEE given to students in the Class of 2006 • CAHSEE is used for NCLB reporting requirements |
| 2005 | <ul style="list-style-type: none"> • Senate Bill 964 study conducted to assess options and provide recommendations for alternatives to the CAHSEE for students with disabilities—no feasible alternatives were identified |

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| | <p>2006</p> <ul style="list-style-type: none">• Students in the Class of 2006 are the first required to satisfy the CAHSEE requirement as a condition of graduation• July and December administration options are added to the CAHSEE• Senate Bill (SB) 517 was passed providing a one year exemption of the CAHSEE requirement for certain students with disabilities in the class of 2006• SB 267 was passed providing a one year exemption of the CAHSEE requirement for certain students with disabilities in the class of 2007• Grade 12 and adult education students are allowed three opportunities to test <p>2007</p> <ul style="list-style-type: none">• Grade 12 students may take the CAHSEE up to five times• Exemptions for special education students (<i>Education Code</i> Section 60852.4) expired on December 31, 2007• AB 347 was passed which expands the services available to students for up to two consecutive years after completion of grade twelve (currently students in the Classes of 2006 and 2007) who have not yet passed the CAHSEE under the Intensive Service and Instruction and the Middle and High School Counseling Programs. The bill also makes other changes to <i>Education Code</i> sections 1240, 35186, 37254, 52378, and 52380 to implement the settlement.• Special population study was completed by the Human Resources Research Organization (HumRRO). |
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Glossary of Terms

**Academic
Performance Index**

The academic performance index (API) is a state requirement under the Public Schools Accountability Act (PSAA) of 1999. The API is a single number that ranges from 200 to 1000 and indicates how well a school performed academically the previous year. A complete explanation of all API criteria is available on the California Department of Education (CDE) API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Accommodations

Accommodations are variations in the administration of an assessment. Accommodations include variations in scheduling, setting, timing, response mode, presentation format, and others. The term accommodation commonly refers to changes that do not alter in any significant way what the test measures or the comparability of scores. Accommodations are identified in the student's individualized education program (IEP) or Section 504 Plan and should be used regularly during instruction and classroom assessments. A complete list of the allowable accommodations is outlined in *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* (October 2007), which is available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

**Adequate Yearly
Progress**

Adequate yearly progress (AYP) is a requirement under the federal No Child Left Behind (NCLB) Act of 2001. Under the NCLB criteria, schools and local educational agencies (i.e., school districts and county offices of education) must annually meet or exceed specified criteria in order to make AYP. A complete explanation of all AYP criteria is available on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Blueprints

The blueprints outline the specific California content standards tested and the number of questions included for each grade level and subject area.

**California High School
Exit Examination
(CAHSEE)**

The California High School Exit Examination (CAHSEE) is a graduation requirement that was first authorized by state law in 1999. Beginning with the graduating Class of 2006, California public school students must pass both parts of the CAHSEE, including English-language arts (ELA) and mathematics, to receive a high school diploma. The purpose of the CAHSEE is to significantly improve student achievement in public

	<p>high schools and to ensure that students who graduate from public high schools can demonstrate grade-level competency in reading, writing, and mathematics. This test is aligned to selected state-adopted content standards in ELA and mathematics.</p>
Content Standards	<p>Adopted by the State Board of Education (SBE), state content standards are statements that describe what all students in California public schools should know and be able to do in particular subjects or courses and grades. These standards define for administrators, teachers, parents, guardians, students, and the community what is expected for all students.</p>
Mean Scale Score	<p>A mean scale score is the arithmetic mean or average of the scale scores for all students who took the CAHSEE. A mean scale score for the CAHSEE is the average score of all students who took the English-language arts or mathematics part of the examination on the test date.</p>
Modifications	<p>A modification is a change to the testing conditions, procedures, and/or formatting so that the measurement of the intended construct is no longer valid. A complete list of the allowable modifications is outlined in <i>Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments</i> (October 2007), which is available on the Student Testing Web page at http://www.cde.ca.gov/ta/tg/sa/.</p>
No Child Left Behind	<p>The No Child Left Behind (NCLB) Act of 2001 is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act. NCLB mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state's content standards for proficiency in English-language arts and mathematics by 2014. Schools, school districts, county offices of education, and the state must demonstrate adequate yearly progress (AYP) toward achieving that goal.</p>

Performance Levels	Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level. To meet NCLB requirements, California reports three performance levels on the CAHSEE: advanced, proficient, and basic.
Released Test Questions	Released Test Questions (RTQs) are selected questions taken from prior administrations (2000–2007) of the California High School Exit Exam (CAHSEE) in English–language arts and mathematics. These questions cover a selection of California content standards, demonstrate a range of difficulties, and represent a variety of ways in which content standards can be assessed. Because RTQs are released to the public, they will not appear on future administrations of the CAHSEE.
Scoring Rubrics	Scoring rubrics are the guidelines used to score the student work written in response to the writing task on the English-language arts part of the CAHSEE. The criteria in the rubrics address state writing strategies, writing applications, and written conventions standards that are part of the California English-language arts content standards. Readers use the rubrics to assign a score from 4 (high) to 1 (low) to each student’s written response.
Standards-Based Assessments	Standards-based assessments are developed to be aligned with specific content standards. Results on standards-based assessments are reported based on clearly defined performance categories or levels. The CAHSEE is a standards-based assessment.
Subgroup	A subgroup is a well-defined group of students. For example, the federal No Child Left Behind (NCLB) Act of 2001 identifies specific subgroups of students who must achieve adequate yearly progress. These identified subgroups are race or ethnicity, students with disabilities, limited-English proficient, and socioeconomically disadvantaged.
Test Variations	A test variation is a change in the manner in which a test is presented or administered or in how a test taker is allowed to respond. It includes, but is not limited to, accommodations and modifications. A complete list of the allowable test variations for students with disabilities and variations for students who are English learners is outlined in the following two documents:

- *Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* (October 2007) (for all statewide assessments except the CMA)
- *Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners* (October 2007) (for all statewide assessments except the CMA)

These documents are available on the Student Testing Web page at <http://www.cde.ca.gov/ta/tg/sa/>.

Waiver

A waiver is a process school districts can use to release certain students with disabilities from meeting the CAHSEE requirement.* *Education Code* Section 60851(c) permits local school boards to grant a waiver of the CAHSEE requirement to students with disabilities who take the CAHSEE using modifications and receive the equivalent of a passing score.

** If a student used a modification on the CAHSEE and received a 350 or higher they have not met the requirement and must submit a request to their local school governing board to waive the CAHSEE requirement.*

Resources Available on the Internet

These Web page addresses are available for school and school district personnel to use to gain additional information and resources to provide to parents, guardians, and students about the CAHSEE.

Academic Performance Index (API)

<http://www.cde.ca.gov/ta/ac/ap/index.asp>

Adequately Yearly Progress (AYP)

<http://www.cde.ca.gov/ta/ac/ay/index.asp>

California High School Exit Examination (CAHSEE)

<http://www.cde.ca.gov/ta/tg/hs/index.asp>

Content Standards

<http://www.cde.ca.gov/be/st/ss/>

CAHSEE Blueprints

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

CAHSEE Frequently Asked Questions

<http://www.cde.ca.gov/ta/tg/hs/faq.asp>

CAHSEE Released Test Questions

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

CAHSEE Study Guides

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

CAHSEE Teacher Guides

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

Accommodations and Modifications

<http://www.cde.ca.gov/ta/tg/hs/accmod.asp>

Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007) (for all statewide assessments except for the CMA)

<http://www.cde.ca.gov/ta/tg/sa/>

Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2007) (for all statewide assessments except for the CMA)

<http://www.cde.ca.gov/ta/tg/sa/>

Adult Education Questions and Answers

<http://www.cde.ca.gov/ta/tg/hs/adultqanda.asp>

CAHSEE Scoring Process for the English-Language Arts Writing Tasks

<http://www.cde.ca.gov/ta/tg/hs/scoringprocess.asp>

CAHSEE Internet Summary Reports

<http://cahsee.cde.ca.gov/reports.asp>

DataQuest Parents Reference Page

<http://dq.cde.ca.gov/dataquest/DQP.htm>

CAHSEE Program Notes and Legal Updates

<http://www.cde.ca.gov/ta/tg/hs/updates.asp>